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ABSTRACT

This report presents the results of a January 26-27, 1990, workshop organized by the National Association of Foreign Student Affairs (NAFSA) and the Winrock Institute for Agricultural Development to discuss ways to improve academic programs for international students studying in graduate agricultural disciplines. Participants were sponsored foreign graduate students, academic advisors from various agricultural disciplines, and international program administrators. Summaries of general workshop discussions are organized by category of participants. Action agenda recommendations include: the development of documentation to explain the role and activities of participant training contractors; creation of small research award programs to support early professional development in home countries; internationalization of United States universities' curricula in agriculture, incorporating relevance of agriculture education to home country situations; and the development of a central clearinghouse to provide relevant information and resources for international student advising. Appended are summaries of formal workshop presentations: "Improving Academic Programs in Agriculture for Students from Developing Countries: Concerns of African Ph.D. Students" (Josephine Beoku-Betts); "Improving Academic Programs in Agriculture for Students from Developing Countries: Concerns of Field Staff" (Michael Wallace); and "Improving Academic Programs in Agriculture for Students from Developing Countries: Developing an Advising Network" (William Smart.) The workshop agenda and a list of participants and their affiliations are included. Contains five references. (LPT)

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NAFSA Working Paper # 19

Winrock/NAFSA Workshop on Improving Academic Programs in Agriculture for Students from Developing Countries

This workshop report was prepared by Roger Steele of Winrock International.

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Description and purpose of the workshop

A two-day workshop on the theme of "Improving Academic Programs in Agriculture for Students from Developing Countries" was held January 26 to 27, 1990, at Winrock International headquarters on Petit Jean Mountain in Arkansas. The NAFSA: Association of International Educators and Winrock International Institute for Agricultural Development jointly organized the workshop with some financial assistance from the Office of International Training, U. S. Agency for International Development.

Invited participants represented a strategically selected group of academic advisers from various agricultural disciplines, sponsored foreign graduate students, and international program administrators. The workshop focused around a number of substantive themes that prompted considerable interaction and dialogue among the talented group of participants.

This workshop report represents the primary outcome, and includes an outline of recommendations for future action, which involve some of the following themes that were identified during the workshop planning phase:

- experiential aspects of agricultural training
- relevance of agricultural education to home country situations
- needed research for knowledge development related to academic advising in agriculture for international students
- innovative and effective educational models for advising international students in agriculture
- approaches that will improve interdisciplinary training of international students in agriculture

Background of participants and agenda of the workshop

The organizers' intention was to conduct a "working" workshop. Formal presentations were kept to a minimum in order to allow time for individuals and small groups to introduce and deal with emergent issues. This was a strategy that involved risk since the participants represented a cross-section of experiences relative to the topic. The participants were selected to be representative of three distinct interest groups:

1. international students studying in graduate agriculture disciplines--The workshop included student participants from University of Kentucky, University of Arkansas, and Iowa State University. One student spouse was also represented among the group. Student sponsoring organizations included A.I.D., W.K. Kellogg Foundation, and a host country donor.
2. academic advisers in agriculture disciplines--Academic advisors from various agricultural disciplines were represented among workshop participants. The disciplines of agronomy, plant pathology, entomology, agricultural economics, animal science, and forestry were included.
3. international program administrators--Administrators of international programs included representatives from U.S. university international agriculture offices, international program and advising offices, NAFSA, and Winrock International.

In addition, there was an attempt to get a good mix of representatives from various types of universities that offer agricultural training. Participants came from land grant universities, including a representative from an HBCU institution, and from non-land grant universities. The international experience of individual group members was worldwide, and each participant represented a unique perspective that was being brought to the workshop discussions.

Several members of the NAFSA/EID committee attended the workshop and brought a wealth of experience in dealing with the targeted issues. Winrock International participants added a perspective that drew on extensive involvement in field implementation of technical agricultural development programs in addition to a history of fellowship and training management. A list of participant names and addresses and the workshop agenda is included in the report appendix.

Summaries of the formal presentations

Formal presentations were made by Dr. Josephine Beoku-Betts, Dr. Michael Wallace, and Dr. William Smart. Each presenter addressed a topic that related their recent experience and expertise. Summaries of each of the three presentations are included in the appendix of this report.

Summaries of general workshop discussion

It was noted that the demographics of agricultural students make them a group deserving of special consideration. A high percentage of all agricultural students are in educational programs funded by donor organizations. The needs of sponsored students are recognizably different from those of non-sponsored students. Advisers need to know the differences and be informed of the special demands of the sponsors, contractors, and sending institutions. International students in agriculture tend to be enrolled in programs at the graduate level in a much higher proportion than the total international student population. Also, most international agricultural students originate from developing world countries.

There was a lengthy discussion regarding the appropriateness and relevance of the level of technology that is being studied as part of U.S. academic agricultural disciplinary training. The leading-edge technology for developed country agriculture may be far ahead of what is currently relevant and applicable to the problems of developing countries. Most participants agreed with the idea that students should not be learning about any single set of technologies, since all technologies eventually get outdated, but that the theories and processes necessary to evaluate and adopt appropriate technology be learned. Technology changes too fast for students to learn everything they need to know. The issue is not easily dichotomized (high technology versus no technology) but is more related to exposing international students to technology in a manner that will allow them to generalize the appropriate concepts that fit their home country situations.

Of greatest concern to the international students who were participating in the workshop was the level of economic shock that they expect to encounter upon return

to home institutions. In contrast, scientific equipment, disposable laboratory supplies, scholarly documents, transportation, and a variety of other necessary components to professional activity are readily available to scientists at most U.S. universities. In fact, some international students felt that the productivity demands of rapidly advancing areas of science cause wastage and inefficiencies in resources at U.S. universities. At the other extreme, most developing countries are faced with critical shortages of essential all capital items. Developing country researchers are forced to utilize equipment and re-use supplies that would have been disposed of much sooner by their U.S. counterparts. There are economic problems that limit budgets of most institutions in the developing countries and the same socioeconomic forces have even led to retrenchment of many of the traditionally strong scientific establishments.

International students studying agriculture in the United States rarely receive assistance in how to cope with the stress that this economic shock is likely to bring to their professional lives. The economic shock also penetrates the personal lives of returned international students. International students often have more purchasing power with their monthly training stipends in the U.S. than they will have on full professional salary after returning home.

Three working groups were formed to brainstorm and list the major problems that are of concern to international students, academic advisers, and international program administrators. The results of the working group discussions were used as the basis for developing Action Agenda Recommendations. Following is a summary of some points that arose from the discussion.

A. General concerns of the student working group included the following:

1) U.S. universities are not uniquely geared to meet needs that are specifically appropriate and relevant for international students.
2) International students cannot be treated as one homogenous group but should rather be grouped according to geographic region, subject-level, or technology criteria where necessary.
3) International students easily lose contact with their home country and institution political/socioeconomic realities.
4) There is a lack of continuity in the policies and actions of sponsors, sending institutions, contractors, and training institutions; communication between these entities is also poor.
5) There are problems with basic health-care for the international student and family.
6) There is a lack of sensitivity and little flexibility being given to the constraints associated with the specific discipline and subject being studied.
7) U.S. academic advisers usually have specific, narrow specializations in contrast to international student who need a broader multidisciplinary approach to prepare for work that will be performed upon return to the home country.

8) There is a need for interdisciplinary and supplementary education that extends beyond the traditional degree program.
9) The rigidity, specialization, and time constraints of U.S. participant training programs often impede the activities that are needed to prepare students for more effective professional integration.
10) U.S. university curricula lack global focus.

B. General concerns of the academic adviser working group include the following:

1) International students and advisers suffer serious cultural misunderstanding in areas such as ethical behavior, time concepts, interpersonal communication, teaching techniques, and overall understanding of the educational system.
2) International students and advisers are often under-informed about the student's home country research and development needs that should affect the academic and research decision making.
3) The sponsor or contractor's dictation of the desired program content is sometimes in conflict with the student's interest, adviser's judgement, and/or university policy.
4) Information on specific international student needs (such as a specific subdisciplinary specialization, conflicting contractual limitations, or information on other expectations) often fail to get communicated to the academic adviser in a timely manner.
5) U.S. academic programs lack the flexibility, within usual donor time constraints, to help prepare international students with the supplemental education needed for their return home; where they often encounter rapidly changing occupational situations and move from technical to administrative positions.
6) Program design for international students is especially problematic because of the difficulties inherent in finding a good adviser who meets the need for specialized subject-matter expertise and who can also relate to the special needs of a student desiring to make extended application of general principles to a foreign agricultural system.
7) The tenure and promotion incentives of academic advisers to publish in high-level knowledge and technology areas within their disciplines do not easily match with the international experience demands or more applied research interests of international students.
8) Some U.S. scientists are extremely sensitive about the perceived need to prevent further erosion of the U.S. high technology advantage over the rest of the world and as a result are becoming more concerned about international student access to U.S. laboratories and publications.
9) International students often struggle to survive academically in the U.S. system because of language difficulties, missing prerequisites, unanticipated high standards, weak basic science skills, and different learning styles.

C. General concerns of the international program administrators' group include the following:

1) Sending institutions often have unrealistic expectations, don't understand the U.S. educational systems, and get wrong advice from Americans abroad.
2) Contractors often cause complications by clustering students at fewer universities, thus cutting quality of management in order to win contracts, and not providing the international student with avenues of communication that are needed to cultivate good linkage with the U.S. academic institution and the sending institution.
3) Contractors who are managing participant training contracts are increasingly utilizing personnel who are inexperienced and often lack adequate knowledge of U.S. universities, sending institutions, and international student problems related to agricultural disciplines; some do not know the important differences between agricultural and other scientific disciplines.
4) Many U.S. university agricultural programs are encountering the problem of shrinking faculty numbers resulting from lower demand for U.S. graduates in many disciplines and are correspondingly seeing an increase in the proportions of international students in graduate agriculture programs.
5) Agricultural programs at U.S. universities are under pressure to increase the specialization and orientation toward the advanced technologies in demand by the U.S. agricultural system, thus making it even more difficult to respond to the more multidisciplinary and applied technological needs of students from developing countries.
6) International students at U.S. universities are often affected by time pressures that are complicated by family pressures, home country issues, dependence on a single growing season for research trials, and other stressful expectations that are thrust upon them in the course of their study program and in preparation for return home.
7) International students lack continuing educational planning, professional development assistance, and leadership training opportunities upon return home; and to complicate the reentry problem, many students upon arriving home are employed in a job only indirectly related to their new disciplinary training.

Action agenda recommendations

The outcome of the Winrock/NAFSA workshop was an "action agenda" that identified and described some solutions to a few key problem areas that relate to the workshop theme. Four small working groups met to provide answers to the following questions:

- What is the specific problem (focused description)?
- Which action is "do-able" (description of the action)?

- How can limited resources be leveraged to accomplish the action (suggestions for funding)?
- Who can do it (suggested groups and people to get started)?

Eight action items were identified and discussed by the workshop participants. They are presented in a sequence that represents the priority for leveraged action as determined by the workshop participants.

1. Develop documentation that more fully explains the desired role and enhanced activities of participant training contractors.

The establishment of higher performance standards for contractors may help promote more uniformity in the selection, placement, monitoring, and follow-up of participants. Training objectives that are more realistically tied to the actual work to be performed are needed. The intended outcome from such documentation process would be the dissemination of information on the characteristics of quality programs.

A comparative analysis of various contracting agencies to determine differences that exist in models of training management and the associated quality of outputs is recommended. Some analysis could be done by comparing and contrasting data from evaluations of completed training programs. Other analysis could concentrate on training programs that are currently being implemented. Studies of this nature could include measuring the impact of a single contract for managing both technical assistance and participant training versus the impact associated with separating participant training into a contractual component apart from technical assistance.

In addition to other factors, the following aspects of training management may appear as important variables that influence the quality of the output:

- the resources that are utilized to facilitate effective communication between the contracting agency, the student, and the faculty advisor.
- the level and intensity of monitoring that is conducted by the contracting agency directed toward improving the quality and relevance of each student's academic progress (especially Ph.D. students).
- the importance of the relationship that an agency implementing a training contract has with other contracting agencies that are involved with implementation of technical assistance activities in the home country of the students.
- the amount and type of student and university information that is available and utilized by the contracting agency in making decisions about student placement.
- The extent of information that the contracting agency provides to the U.S. university, or academic adviser, relative to the educational system in the student's home country, student's background, student's relationship to a project or program in the home country, parameters of the study period, and other documentation needed by the university in effectively planning the academic experience.

- The type of information that contracting agencies provide to sending agencies and donors about the realities of U.S. universities today (i.e. taxes, actual costs, time requirements, opportunities for graduate and teaching assistantships, part-time jobs, cultural realities, etc.)

2. Conduct a study that measures the influences and impact of family members accompanying participants to their study posts in the United States.

Students experience emotional and psychological distress as the result of being separated from their families. This distress often leads to personal and academic problems. The policies of some donor agencies prohibit, or strongly discourage, student's families from being with them during their studies in the United States. Sometimes these policies are based on unproven, anecdotal information that suggests that families detract from the students' program; furthermore, sponsors often cite financial considerations that support this policy.

Research should be undertaken to study the impact of family separation on student and family. Some measurement of the type and magnitude of problems should be part of the initial assessment. Aspects of studies should include the following components:

- impact on academic performance
- influences on health (physical and mental stress)
- impact on adjustment
- contribution to motivation
- relationship to attitudes toward the United States
- impact on relationships with family members
- impact on professional integration upon return home
- relationship to repatriation of student and family
- impact on career of spouse and other family members (whether they are in the United States or stay home)

Investigation of the impact and influence of family members accompanying students to the United State would serve to help counteract certain negative perceptions of donor as self-serving entities. Most importantly, change might be leveraged as the resultant data and documentation on the role of families is made available for use by participant training policy decision-makers.

3. Encourage creation of small ("seed') research award programs to support early professional development of participants after reentry.

Small awards can be made available through open competition to holders of doctorates who are entering university, research or other professional positions in their home countries. Ideally, applicants will apply within one year after completion of their

degree. Verification of in-country institutional affiliation would be required as part of the application process. Wherever possible, collaboration with a faculty member at the U.S. institution where the training was received will be incorporated as a condition for the award.

A "seed" research award can enhance reentry of young researchers to their national systems by providing opportunities for early professional growth. Small awards are recognized as an effective means to create early returns to investments that have been made in the international student's educational program. There is also the benefit of helping the returned professional make early practical application of the training to problems that are of significance to the home country.

A study describing the "seed" research process, reporting on the current status, and indicating projected needs would be of great benefit to the participant training network. A publication reporting on the results of the "seeds" study would include an inventory of currently available small award programs, categorization of awards by discipline and geographic region, and indications of long-term impacts on professional development. Examples of exemplary programs and indications of donor interest would also be included in the publication. The publication could be used by NAFSA in future donor agency workshops. Copies could be circulated to A.I.D./OIT, offices of international agriculture programs, international students, research foundations, United Nations, and donor agencies to promote "seed" research award funding.

4. Provide orientation materials that describe available agricultural study program in participants' primary languages.

There is a need for trainees to receive orientation materials in their first language prior to arrival at the U.S. study post. International students often lack adequate understanding of the U.S. higher education and agriculture systems (e.g., grading practices, faculty-student interactions, course requirements, land-grant system operation, examination philosophy, and practical approaches to laboratory assignments). Existing materials available from USIS and other agencies could be translated into the necessary languages to help reduce the negative impact associated with inadequate information and unrealistic expectations often possessed by newly arrived international students.

5. Conduct reentry workshops for participants; with particular emphasis on management and leadership skill development.

International students in agricultural training programs often need help in applying their disciplinary training to their broader areas of professional development. It is reported that many developing countries do not have positions allowing returned students to practice their disciplines in the narrow and specialized manner that they have seen modeled by faculty and researchers at U.S. institutions. To complicate this

situation, many returning students lack training that will help them manage institutions or projects that may have expanded during their absence from their home countries. Even more broadly, international students in agriculture are in need of developing leadership skills that will serve them and their home countries in the decades ahead.

Management training and leadership development programs must be more successfully integrated with the increasingly narrow disciplinary training that is being received at the U.S. universities. Some leadership and management training can be acquired as supplementary training on university campuses through programs that have been developed by innovative educators to address the observed needs. Some help is available through short-courses given at various locations throughout the United States. Occasionally some assistance with management and leadership development is provided once a student returns to the home country, but it is not very common. More assistance must be given both in combination with degree programs, nondegree training, and in various other aspects of professional training to help international students in agriculture disciplines become better prepared for the management and leadership positions that they must assume upon reentry to their home countries. Post-departure management and leadership workshops are one alternative for helping ease the shock of professional reentry.

6. Develop a central clearinghouse that will make information and resources relevant for international student advising available through computer access.

There is a lack of current, centralized information on the following areas: research opportunities, scholarships, seminars, short courses, advising materials, publications, and discarded equipment. There are data bases available that are capable of accommodating the needed information (eg. CSU-Fresno). Contact should be made with NAFSA, and others about becoming a depository. Funding should be sought from universities, A.I.D., and USIA. The leveraged result could be a wider distribution of available information, and cost effective updating of information. If NAFSA were to become involved it could result in a substantial increase in benefits of membership.

7. Prepare a position paper on important aspects of internationalizing U.S. universities curricula.

Faculty at universities in the U.S. need encouragement to incorporate more of an international dimension to their teaching and advising. Individual faculty members must be provided with some incentives that will work in conjunction with their own professional awareness of the need for internationalization of the curricula. There must be an increasing awareness among faculty that motivations for global involvement do not merely relate to manifestation of our charity to poor people in other countries but have a connection to our own welfare. The interconnectedness of world food production, commerce, and the scientific systems must become established in the curricula of U.S. universities. The trend towards more universally applicable

technologies will make the exchanges between U.S. students and international students even more of an important factor in the future. There will be an ever-increasing two-way flow of technology and knowledge from the U.S. to the rest of the world, including nations in the developing world.

There are several avenues to accomplish increased internationalization of the curricula. Including international knowledge and experience as a component in the tenure/promotion process for university faculty would be a major accomplishment. Faculty could also be encouraged to adopt more of a global problem-solving and analytical approach to teaching and research through inclusion of international content in orientation programs and increasingly globalized content and instructions available in faculty handbooks.

8. Prepare a series of short profiles describing the basic elements of the various agricultural disciplines and subdisciplines.

This is one activity that could enhance the flow of information between various actors; academic advisors in agricultural disciplines, contracting agencies, sending institutions, donors, and the students. Students in certain agricultural disciplines have specific timing needs that must be considered by contracting agencies. Since programs are always operating under strict time constraints, decisions regarding student arrival at the university of critical. For example, a January starting date is reasonable for students who are trying to complete a crop science M.S. degree program with thesis. Allowance for completion of two full U.S. growing seasons will allow for completion of field work contributing to the research program. Other agricultural academic disciplines and research programs offer other situations that require special planning.

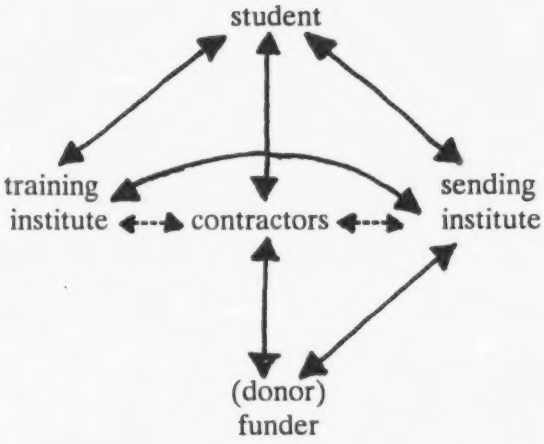
Many international students will benefit considerably from conducting their graduate research studies on problems that are relevant to their home country situations. Funds for travel by the student and research advisor to the home country are usually required. Often, time extension must be factored in to allow for the coordination between the U.S. university and the cooperating foreign institution. It is usually necessary to have someone in the student's home country who can serve as an in-country supervisor during the research process. The interface of disciplinary theory gained at an advanced U.S. institution combined with the practical application of these theories in a practical home country situation is generally recognized as contributing significantly to education relevance.

An agricultural profile series with topics such as the following could be developed:

- a taxomony of sub-disciplines within the academic discipline
- recommended journals and other publications
- international contacts that should be cultivated
- suggestions for nondegree training that might be pursued to supplement disciplinary training
- practical training opportunities related to the academic discipline

- recent trends and controversies that are existent in the disciplines
- developments related to specific commodities; including information from the
- International Agricultural Research Centers (IARCs)

INTERNATIONAL STUDENT TAXONOMY



INTERNATIONAL STUDENTS

A. SPONSORED
1. Project participants

2. Non-project related
   a. employer bonded
   b. non-bonded

B. NON-SPONSORED
1. Spouse of sponsored

2. Self-supporting

Appendix A

Summaries of Workshop Formal Presentations

I. **"Improving Academic Programs in Agriculture for Students from Developing Countries: Concerns of African Ph.D. Students" by Dr. Josephine Beoku-Betts, International Agricultural Program, University of Wisconsin-Madison**

This presentation covered some of the main issues raised by students, their advisors, and Institute faculty at the Summer Institute for African Agricultural Research (SIAAR), held at the University of Wisconsin-Madison from July 10-29, 1989, and sponsored by the Rockefeller Foundation. The issues surfaced in meetings, in student evaluations, and in letters received after the completion of the institute.

African students who have completed Ph.D. programs in the United States and then return to their home countries face numerous problems. These problems include large teaching loads and a weak tradition of research, pressure to move quickly out of research into administration, little opportunity for advancement, jealousy and resentment from those who have not had the opportunity to study abroad, limited knowledge of existing research networks in Africa, poorly-equipped laboratories, limited computer facilities, inadequate transportation, and so on. In preparing these students for academic programs in the U.S., therefore, it is important to be sensitive to these issues and to help find ways of enriching their training and research opportunities while here and when they return home.

African Ph.D. students identified the following problems and shortcomings in curriculum and research training:

A. Lack of student control over their placement at the universities where they are enrolled was a serious problem of the African student.

B. Heavy demands of the curriculum did not allow students sufficient opportunities to pursue other courses that might be useful to their professional careers back home.

C. There was a perceived lack of adequate training and assistance in research from U.S. agricultural faculty members in areas that meet the problems of conducting field research in Africa.

D. There are inadequate opportunities and funding mechanisms for African students to undertake dissertation research in their home countries.

E. There is an inability of African students to establish contact with agricultural research and development institutions in Africa in order to keep them abreast of current research and development priorities in Africa.

F. Numerous other concerns including family separation, poor treatment by contractors, and emotional stress caused, in part, by financial constraints related to dissertation research funding.

Creative solutions for each of the problems were offered by the SIAAR faculty. It was hoped that through follow-up contacts, research networking, and more collaborative research between students, their faculty advisors, and U.S. training institutions that progress and improvement in programs could be realized.

II. **"Improving Academic Programs in Agriculture for Students from Developing Countries: Concerns of Field Staff" by Dr. Michael Wallace, Program Officer, Winrock International**

This presentation was made by an individual who had spent almost ten years in field staff positions in Asian countries. The concerns of field staff were divided into two dimensions; chronological and subject matter. Chronologically, field staff are concerned about preparation for academic programs, participation in these programs, and professional life after return to the home country. Field staff are concerned about course curricula, faculty interest and experience, research programs, and administrative capability. The paper provided specific examples of the concerns that field staff have for each of the subject matter areas. Dr. Wallace also discussed the use of follow-up grants to help facilitate the re-entry process of foreign students.

The paper concluded by stating that although the United States may be losing some of its comparative advantage in technology to Japan, the U.S. is still considered to be the best place in the world to go for most kinds of graduate training. As the numbers of internationals students increase, U.S. universities must be increasingly aware of the needs of these students, and strive to maintain academic and administrative programs which meet their professional and personal needs.

III. **"Improving Academic Programs in Agriculture for Students from Developing Countries: Developing an Advising Network" by Dr. William Smart, Associate Director, International Education, Oregon State University**

Oregon State University has a growing commitment to international programs. The key to the strength of international programs is the knowledge and commitment of their faculty. While approximately 25% of the OSU faculty have worked, studied, or conducted research abroad, a vast majority have not. These faculty, along with those who have had overseas experience, teach international students, provide academic advising for them, or guide their research projects. A number of

them could benefit from a deeper understanding of and sensitivity to the international development context within which the students academic program is formulated and guided.

At times faculty members and advisors unwittingly steer students in a direction that may conflict with the sponsor's objectives or the home country employer's plans and timeliness. For example, an advisor may recommend a student to switch fields (eg., from agricultural economics to agribusiness) without knowing that the student is being prepared for a specific and critical position upon return home. Similarly, an advisor may encourage extension of a international student's residence in the U.S. by offering an assistantship without giving due consideration to urgencies that might exist for the student to return home.

To benefit and improve the advising link and communications among the student, the academic advisor, the international student advisor, the contractor, and sponsoring agency, OSU submitted a grant proposal to the NAFSA/EID committee for funding from A.I.D. for a workshop on advising international students, particularly those from developing countries.

The workshop was held on December 1, 1989 at the Peavy Arboretum in Oregon. Forty advisors and five students from the College of Forestry and College of Agriculture attended the workshop. The goals were (1) to increase communication and cooperation within the university on foreign student matters and training programs, and (2) to work on a common task of developing a handbook for faculty advisors.

Three workshop sub-groups were formed to pursue discussion along the lines of specific presentations that had been previously made to the workshop participants. The goal was to develop material that could contribute toward the development of an OSU manual for advising foreign students. A draft of the manual is being prepared that will provide the basis for convening the group again for further refinement.

The presentation concluded with a brief presentation of several of the problem and content areas that were recommended by the workshop participants for inclusion in the foreign student manual. The project will be concluded later in 1990.

Agenda
Winrock/NAFSA Workshop

Improving Academic Programs in Agriculture
for Students from Developing Countries

Thursday (January 25, 1990)

Participants arrive in afternoon and evening

6:30 - 11:00 p.m. Informal reception
light meal and beverages

Friday (January 26, 1990) -- Reporter/Lynne Brookes

7:00 - 7:45	Continental breakfast
8:00 - 8:30	Welcome and introductory remarks -- Steele/Busby
8:30 - 9:30	Introduction of participants -- Birmingham
9:30 - 10:00	Concerns of African students -- Beoku-Betts
10:00 - 10:30	Questions and discussion
10:30 - 11:00	Break
11:00 - 12:15	Working Groups to identify and clarify problems

A. Academic advisors
B. Students and spouses
C. International program administrators

12:15 - 1:00	Lunch
1:00 - 2:00	Orientation to Winrock and walking tour
2:00 - 2:45	Report of morning working groups
2:45 - 3:30	Prioritization of key problems
3:30 - 4:00	Break
4:00 - 4:20	Concerns of field staff -- Wallace
4:20 - 4:45	Questions and discussion
4:45 - 6:00	Working groups to identify action agenda
7:15	Depart for dinner at Adriennes

Saturday (January 27, 1990) -- Reporter/Birmingham

7:00 - 7:45	Buffet breakfast
8:00 - 8:45	Report by Friday afternoon working groups
8:45 - 9:30	Prioritization of key action items
9:30 - 10:00	Developing an advising network -- Smart
10:00 - 10:30	Questions and discussion
10:30 - 10:45	Break
10:45 - 12:00	Visit to Petit Jean State Park -- Brookes
12:15 - 1:00	Lunch
1:00 - 2:00	Working groups to formulate recommendations
2:00 - 3:00	Final working group reports
3:00 - 3:45	Workshop recommendations and conclusions
3:45 - 4:00	Workshop evaluation -- Brookes
4:00	Pack and check out
4:30 - 6:00	Travel to Little Rock

PARTICIPANTS
Winrock/NAFSA Conference
January 26-27, 1990

Dr. Darrel Bateman
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